

Educational Technology Leadership Comprehensive Examination

Amy K. Zbylut

Lamar University

March 2012

Educational Technology Leadership Comprehensive Examination

My colleagues and family played an integral part in aspiring me to seek a degree program that would enhance my administrative and technology leadership skills. Upon reviewing a multitude of degree programs, I decided that Lamar University's Educational Technology Leadership program would best suit my leadership aspirations. Lamar University has provided me with a wealth of knowledge in administrative and technology leadership. My internship through Lamar University has given me ample leadership opportunities. I have embraced the opportunities with enthusiasm and empowerment. I feel that the insight gained through my Lamar University internship has transformed me into a committed leader that provides equity for our schools. I have become a life-long learner who will always seek new knowledge in instructional, organizational, and transformational leadership. This comprehensive examination will provide insight into my journey to becoming a 21st Century leader and life-long learner. It contains my position goals, leadership goals, educational technology vision, reflections, professional development plans, and my curriculum vitae.

Position Goal

I have four positions that I would like to acquire throughout my career. Currently, I would like to become an active member of our SBDM. Since I have already passed the Texas Principal certification, I would like to become an assistant principal. As an assistant principal, I would like to emerge my campus in relevant and realistic technology integration. After a few years as an assistant principal, I would like to become a Principal or Director of Technology.

I have also thought about teaching at a community college or university, but I have only entertained that thought. I really think my interest in college or university level has to do with

more income for my family. I would like to teach at a university level if it involved distant learning.

Leadership Goal

My leadership goal is to create an innovative, safe, and welcoming learning environment that actively engages and empowers all stakeholders. I want to lead others to the enthusiasm and empowerment that I have with educating students. I want to lead others to motivate students to feel enthusiastic and empowered at school. Professionally, I hope that my leadership skills will decrease the dropout rate in my district. Personally, I hope I can motivate and empower my children's teachers. I want my children to be enthusiastic and empowered at school.

Educational Technology Vision

I envision a future that provides model classrooms that are technology driven and encompassed in "cloud" computing. My vision is to create a district that provides innovative and captivating classrooms that engage all stakeholders. I want to utilize my technology and leadership skills to create model classrooms throughout our district.

When I think of creating a model classroom that would motivate, engage, and captivate students I think about my son. Recently, my family was playing the Playstation 3 (PS3) version of "You Don't Know Jack." My nine-year-old son, Josh, amazed me with his ability to answer several questions that many adults could not answer. What was even more amazing was his response after each correct answer. He would look at me with an enormous smile and enthusiastically say, "Thanks, to video games!"

Josh was on cloud nine and very excited about his knowledge that he had gained from video games. During our game playing experience, Josh continued to make comments about how much he had learned from video games and online. He really got me laughing when he

said, “my brain is like “the cloud’s” massive storage ability.” The *Horizon Report* mentioned, “Cloud computing currently includes,..., massive computing resources for storage and processing” (Johnson, L., Smith, R., Levine, A., & Haywood, K., 2010, p.9).

Decades ago, Game-Based learning was not a concept used to engage students. Unfortunately, many educators are stuck in the past and they still use old concepts to teach 21st Century Learners. “Schools are still using materials developed to teach the students of decades ago, but today’s students are actually very different in the way they think and work” (Johnson, L., Smith, R., Levine, A., & Haywood, K., 2010, p.5). Schools are now turning their focus to changing the ways educators think and work. Many schools are offering job-embedded training to assist their teachers with new technologies that will engage students.

Game-Based learning is a technique that I assist my colleagues with integrating into their weekly lessons. “When embedded in the curriculum, they offer a path into the material that allows the student to learn how to learn along with mastering, and truly owning, the subject matter” (Johnson, L., Smith, R., Levine, A., & Haywood, K., 2010, p.18). Students on my campus have become actively involved with lessons that allow gaming opportunities. Recently, we used www.sheppardsoftware.com to allow students to select games that provided enrichment to their math curriculum. Many of my colleagues agree with Jill Grell’s review on www.sheppardsoftware.com. Grell stated, “This site will be a daily part of our learning! The kids were fighting over who could take the next turn at the learning game! It is reinforcing everything I am trying to teach” (Grell, nd, Our Reviews, para. 4).

I recently asked Josh, “What do you wish your classroom looked like?” He replied, “I wish it was comfortable and equipped like our house. I would not be bored if my class could use laptops, iPods, and flat-screen TVs.” Similar to classrooms on my campus, Josh’s school has

cluttered classrooms that lack student engagement. “Furniture for a 21st Century Classroom should be light and on wheels, allowing the room to be quickly and easily reconfigured to support a wide range of learning activities” (Caldwell, 2009, para. 5). In [*21st Century Classroom Demonstrates Model Learning Environment*](#), Caldwell depicts a collaborative and student centered learning environment (Caldwell, 2009). Students need to have their hands on the SmartBoard and other technology tools. A classroom equipped with the technology tools is as ineffective as classroom that is not equipped with the tools if students are not actively using the tools themselves. Educators need to get over the fear that “students will break it, so we will not let them use it”.

A model classroom should appeal to the “surge of new technologies and social media innovations that are altering the media landscape” (xplanevisualthinking, 2009). This surge of new technologies includes mobile devices, texting capabilities, instant access, social networking, blogging, podcasting, and eBooks. “The devices available today are extremely multi-functional and robust, and grow more so with each passing year” (Johnson, L., Smith, R., Levine, A., & Haywood, K., 2011, p.14). In the video Did You Know 4.0, the producer speeds up the transitions in order to make a point: Everything is changing so fast; it *is* hard to absorb! “Convergence is everywhere. It is easier than ever before to reach a large audience, but harder than ever to really connect with it” (xplanevisualthinking, 2009).

By looking at our Campus STaR Chart and on-campus observation, data shows that our campus struggles with the SBEC requirements for the following standards:

- Standard IV. All teachers communicate information in different formats and for diverse audiences.

- Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Our campus technology plan includes ways to improve our campuses' ability to meet the SBEC technology standards. A model classroom on our campus would include on-site, hands-on, and relevant professional development. Teachers and students would become trained on technology by allowing me to teach a hands-on mini lesson during the school day with the teacher and his/her class. This job-embedded professional development would allow our campus to meet our Core Content goals in our Campus Improvement Plan (CIP). As a campus, we have set integration of technology as a priority in all core curriculum. We have identified ways to integrate EInstruction, Interactive White Boards (IWB), Computers on Wheels (COW), video production, Internet, wikis, music, multimedia, and productivity tools. In order to reach these goals, teachers must have job-embedded professional development on integrating technology with core curriculum.

The STaR Chart also shows that our greatest weakness is Infrastructure for Technology. I somewhat agree with this assessment. I agree, because our campus continues to be in the "Beginning" stage for "Computers per Students". We also seem to lack the opportunities for online learning, which may be a result of networking and connectivity issues. Our campus and district technology plans include goals that will address networking and connectivity issues. In 2010, Dallas ISD's ERate funding was reinstated. Since the ERate funding has been reinstated, we can now move forward to create model classrooms that have better networking and connectivity. Dallas ISD "schools are beginning the transition from blocking web-based games

to integrating them into their classrooms and curriculum” (Johnson, L., Smith, R., Levine, A., & Haywood, K., 2011, p.19). Our campus technology plan includes a surge of new technologies that will allow opportunities for project-based learning, job-embedded professional development, productivity, and innovative ways to reach diverse audiences.

A model classroom that included this surge of new technologies would be able to reach and engage a larger audience. It would also make a relevant and realistic connection with students. In a model classroom, educators would embrace the words of a nine-year-old, “Thanks, to video games!”

What I Learned

The decision to further my education brought forth a multitude of new knowledge and opportunities to self-reflect. During my internship, I learned many things about myself. I also learned how to refine and increase my technology leadership skills. Overall, my journey through Lamar University has allowed me to become a life-long learner and it has changed my attitude on how I approach leadership.

Reflective practice and self-reflection has affected my professional and personal life. “In teaching, as in life, maximizing meaning from experiences requires reflections” (Costa & Kallick, 2000, p.61). Reflecting on my daily interactions with my colleagues and family members has changed the way I interact with others. I have learned that I must change my dictatorship ways in order to be an effective leader that provides cohesiveness and shared visions. In the past, I had great difficulty in allowing or trusting others to be part of the decision making process. I think reflective practices have assisted with me trusting others to be part of the decision making process. Currently, in my personal and professional interactions, I allow

others to make decisions that I would normally exclude them from. It has been difficult to trust others and the decisions they make; especially, the decisions that affect me.

“By sharing, we can demonstrate and practice effective listening skills: probe for clarity and understanding, ask thoughtful questions, and share our metacognition” (Costa & Kallick, 2000, p.61). Reflective practice has increased my leadership skills by allowing me to become an effective listener. Currently, in my position, I use reflective practice to improve my interactions with colleagues by effectively listening to their needs or concerns. After listening to their needs, I reflect on previous experiences to assist me with informed decision-making. My colleagues have been more receptive to change and technology integration since they feel someone is valuing them by listening and addressing their needs/concerns.

My current position as the campus Response to Intervention (RTI) CILT representative, test coordinator, Technology Integration Mentor, SBDM member, and SST member allowed me to get more hands-on leadership experience. As a life-long learner, I learned the importance of changing my attitude on how to approach negative employees who decreased campus morale. I revised my internship plan to allow me to get more hands-on leadership practice that would allow me to focus on creating a positive campus climate and culture. The rationale behind my revisions was inspired by McCormick’s discussion in *Self-efficacy and Leadership Effectiveness: Applying Social Cognitive Theory to Leadership*. Throughout his journal, McCormick discusses how people with high leadership self-efficacy are confident that they can effectively work with groups toward goals, so they challenge and motivate others, build group morale and collective efficacy, reduce group stress, persist towards goals in the face of obstacles, and achieve group goals (McCormick, 2001, pp. 22-33). Our campus needed leaders who could build group morale and motivate others. We were struggling with collective efficacy, so revising my internship was

a significant moment in changing my attitude on how to lead my campus to a positive campus climate and culture.

One of the most attitude changing and life-long learning experiences that I encountered was implementing my Action Research over Professional Learning Communities (PLCs). During my action research, I learned that providing background knowledge to why the research is being done is fundamental for others to find value in your inquiry. It also provides an understanding of the need for such research. When others understand the reason for the research, they will want to know the design and/or steps taken during the inquiry. I also learned that others find validity in your research when you provide a detailed report of the entire process. Concrete details will allow others to view your research as something more than an opinion or personal reflection. By supporting your research with data and concluding thoughts, others will be able to formulate more questions or inquiries regarding your research. I learned that effectively implementing action research allows others to learn from your research and formulate their own action inquiries. Their action inquiries will prompt further research, thus continuing the collaboration amongst peers. This cycle allows us to be continuous life-long learners and action inquirers.

The Six Most Beneficial Courses

EDLD 5344 School Law

EDLD 5344 School Law was one of the most beneficial courses to me as an aspiring leader. This course brought forth a wide array of new knowledge that was relevant to my current position. When evaluating all the student-management issues that were discussed throughout this course, the most relevant one to me was the No Child Left Behind (NCLB). NCLB is something I deal with on a daily basis as the Campus Test Coordinator and Response to

Intervention (RTI) CILT Representative. The knowledge that I gained in this course regarding NCLB is knowledge that I am going to pass on to my colleagues.

No Child Left Behind (NCLB) is something I deal with on a daily basis at my campus. I often find myself having to be an advocate for the students when it comes to implementing the mandates that are embedded within NCLB. I find myself reiterating the positive aspects of NCLB to my colleagues, because many of my colleagues feel like NCLB has negatively affected our student achievement. Many educators feel the “least restrictive” environment requirement of the law restricts non-disabled or non-sped students from receiving instruction that is more rigorous. Teachers have stated, “NCLB should be No Teacher Left Behind (NTLB).” The constraints and requirements of NCLB seem to make teachers focus more on their inclusion students and Individualized Education Program (IEP) requirements instead of their gifted students. It is very frustrating to have such a vast amount of learning levels in one classroom and be expected to differentiate instruction for all levels within one class period. Our campus does not have any self-contained elementary classes, so most teachers see 70 students in one day. I think it is easier to differentiate instruction in elementary when classes are self-contained or when campuses ability group their departmentalized classes.

“No short summary can adequately provide school personnel with all the information necessary to fully understand the requirements of IDEIA 2004 and questions regarding implementation of the new law remain” (Hyatt, 2007, p.136). This is how many people on my campus feel about Individuals with Disabilities Education Act (IDEA), NCLB, and RTI. They feel like they are not adequately prepared or fully understand how to implement instruction that is capable of teaching “all” children without leaving any of them behind. As a leader, it is my responsibility to provide training and resources that allow my staff to feel they are capable of

teaching “all” students. By providing my staff with the resources and training that they need in order to comply with the NCLB mandates, my students will benefit both emotionally and academically. EDLD 5344 School Law has prepared me to provide this relevant training and resources to my colleagues.

EDLD 5301 Research

The EDLD 5301 Research course has provided me with a multitude of strategies and methods that will allow me to become an effective action inquirer and educational leader. The literature, video lectures, blogs, email notifications, and discussion forums were extremely beneficial during this course.

The tools provided by *Examining What We Do to Improve Our Schools: 8 Steps to Improve Our Schools* (Harris, Edmonson, & Combs, 2010), has assisted me with the development and implementation of my Action Research Plan. The Harris text provided many useful tools for a beginning action researcher. In the future, I will continue to use the Tool 7.1 and Tool 8.1 CARE Model: Planning Tool (Harris, Edmonson, & Combs, 2010). Tool 7.1 and Tool 8.1 are useful and relevant to the action inquiry process. These tools will assist me in effectively designing future action inquiries.

In *Leading with Passion and Knowledge: The Principal as Action Researcher*, I learned about five quality indicators that assisted me with the results obtained from my research project (Dana, 2009, pp. 179-184). I also learned numerous strategies used in the development, implementation, and evaluation of a research plan.

The video lectures from this course were relevant and presented in a comfortable atmosphere. The professors spoke formally and informally which provided a sense of comfort and welcoming. Their flow from one point to another made me wonder how many “outtakes”

were created during their session, because it seemed so natural and easy to follow. I do video production for our school and I can spend hours editing video to flow as good as our EDLD 5301 lectures.

The blogs and email notifications regarding updated blogs assisted our cohort with online collaboration. I noticed that many classmates had not set-up RSS feeds for other classmates' blogs and some classmates needed extra assistance with various assignments. I set-up a Cohort 16 email contact group through our Lamar email accounts to resolve this issue. Since the contact group has been set-up, several classmates have used the email to collaborate about various topics. We also used the email to notify others that our action research plans had been updated for evaluation and comments. Using the blogs to review classmates' action research gave me ideas for future inquiries. The comments posted on my blog have also assisted me with my action research. My original action research plan is located on my blog at <http://azbylut.blogspot.com/2010/12/action-inquiry-what-can-we-do-to-make.html>.

The discussion boards and other collaboration methods have assisted me in my journey of becoming a life-long learner. EDLD 5301 positively enlightened my teaching quality and supported my life-long learning by providing the tools to become an effective action inquirer. Rosenholtz (1989) addressed how teachers' workplace factors affected the teaching quality. Rosenholtz noted that teachers who felt supported in their own lifelong learning and classroom practice were more devoted and effective than those who did not receive such affirmation. I feel this course has given me the affirmation that Rosenholtz mentions in *Teacher's Workplace: The Social Organization of Schools* (Rosenholtz, 1989).

EDLD 5333 Leadership for Accountability

EDLD 5333 Leadership for Accountability assisted me with understanding many components of leadership and accountability. Prior to this course, I had the basic understanding of the Academic Excellence Indicator System (AEIS) system. The activities in this course gave me insight on how to develop an action plan, campus *vision*, and professional development agenda. It also made me realize the roles and the responsibilities of the Site Based Decision Making (SBDM) committee.

At the beginning of the EDLD 5333, I had minimal knowledge in the structure and responsibilities of the SBDM committee. I have never been an active member in the SBDM and our campus does not promote active involvement. I have never seen our SBDM committee as a valuable tool, because nothing productive or meaningful seems to be distributed to the staff as a result of the decisions made during the meetings. This course has allowed me to reflect upon my involvement with the SBDM. I became more involved in this decision making process. I also presented my action plan and professional development agenda to the SBDM committee members.

Creating an action plan and professional development agenda were great learning experiences, because it made me reflect upon the current needs on my campus and actions that I could take to assist my campus. The essentialness that a leader needs to constantly assess his/her campus' needs and effectively address those needs was a valuable learning concept in this course.

In order to carry out my action plan and professional development agenda, I needed to become an effective leader that was actively involved with all stakeholders. I learned that an effective leader should know what is going on in the community, in classrooms, and on the campus. As a leader, I allowed time for new practices to mature. Elmore and City (2007) stated,

“It takes time for these new practices to mature and become part of the working repertoire of teachers and administrators. Schools that are improving recognize and allow for this time and don’t switch gears if they don’t see immediate results on state tests” (p. 2).

EDLD 5366 Digital Graphics & Web Design

EDLD 5366 Digital Graphics and Web Design taught me how to reflect on the way I design multimedia and digital graphics. This course allowed me to learn about new animation tools that are available as open-source products. I also learned about the C.R.A.P. (Contrast, Repetition, Alignment, Proximity) design technique and have already implemented it into my daily work.

“If reflective practice is not encouraged within one’s teacher education program or school work environment, then it becomes that educator’s responsibility (verging on an ethical responsibility) to do so on his or her own” (Gerstein, 2011, “Educators as Reflective Practitioners”, para. 6). Prior to this course, I used reflection in staff development and in my classroom. This course allowed me to reflect on my digital graphics, websites, and newsletters. I became more aware of self-reflection and took on the responsibility of increasing reflective strategies on my campus.

The knowledge that I gained from this course provided me with ideas on how to increase the effectiveness of electronic portfolios. My favorite things about electronic portfolios are the reflective thinking process and structure that it provides to students. “Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work” (Barrett, 2007, p. 4). Eportfolios have also increased my students’ ability to self-reflect. “The most powerful learning often happens when students self-monitor, or reflect”

(Gerstein, 2011, “Reflection in the Classroom”, para. 1). I agree with Gerstein, because I have experienced “powerful learning” through all my reflections within Lamar University’s degree plan.

As a life-long learner, I will continue to research ways to improve my C.R.A.P. design technique. I will also upload more of my digital products and allow others to comment on them or provide feedback on ways that I can improve the digital product. The comments and discussions within this course accelerated my ability to critically reflect on other people’s digital products as well as my own. This course inspired me to want to learn more about digital animation and creating flash products. In the future, I will attend professional development that will further develop the skills that I acquired during this course.

EDLD 5345 Human Resource Management

EDLD 5345 Human Resource Management gave me the opportunity to explore the policies and procedures in place on my campus and district. I learned how my campus and district dealt with topics relating to human resources, personnel management, staff recruitment and hiring, teacher contracts, and teacher mentoring programs. Many of the articles in this course gave me the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. I also had the opportunity to discuss potential moral and legal consequences of decision-making with my principal.

I learned that recruiting high-quality teachers positively affected the school climate and culture. When a campus has a good climate, retention of staff is almost a non-issue. High-quality teachers will allow your campus to excel in many areas. In order to recruit and retain the highly-qualified teachers, the principal must be supportive and demonstrate professionalism.

I learned that I should focus on a potential employee's certification versatility, leadership skills, and problem solving skills in reference to lack of parent support.

I also learned that our district might assign a mentor teacher to each classroom teacher who has less than two years of teaching experience in the subject or grade level to which the teacher is assigned. This means a teacher with years of experience in one subject can be assigned a mentor if they begin teaching a new subject. In addition, a teacher assigned as a mentor must attend training, teach at the same school, and preferably teach at the same grade level or content area.

The mock mediation activity in EDLD 5345 was very beneficial to developing my leadership skills. As a leader, this mediation skill allowed me to help staff resolve conflicts. It allowed staff to focus on what "they" can do to fix a situation. Many people cannot accept ownership in a conflict or negative situation. Learning how to assist people with mediation helped me create a campus with a warmer climate. A warmer climate has positively affected students and academic success. As a campus, we still have work to do in creating an ideal campus climate and culture, but the mediation activities have helped us move forward.

The articles in EDLD 5345 were beneficial in acquiring new knowledge on promoting academic achievement for all students. In *Cultural Proficiency: Tools for Secondary School Administrators*, the authors explain how to provide equitable education to all students (Nuri-Robins, Lindsey, & Terrell, 2007, p.16-22). It also discusses how educators must "assess their own culture" and "learn to manage the dynamics of difference" in order to provide equitable education to all students (Nuri-Robins, Lindsey, & Terrell, 2007, p.16-22). The article explores various tools that assist educators as they work toward cultural proficiency. By acquiring the

skills and language to engage their students, educators show their respect for individuals and their cultures.

EDLD 5345 reading assignments also offered opportunities for school and community members to challenge existing notions of equity and diversity. From the assignments, I learned that educators needed to communicate effectively with students and their families. I also gained the knowledge that educators need to understand their students and their cultural differences. With this understanding comes a shift in thinking where educators perceive and respect all students' capabilities of learning. Ultimately, this course has taught me that underachieving and underprivileged students are capable of upholding the same expectations as their counterparts.

EDLD 5306 Concepts of Educational Technology

EDLD 5306 Concepts of Educational Technology was a rigorous course that really challenged me as a student working full-time and raising a family. At first, I thought this course was trying to separate the weak from the strong, because the course load had me questioning my ability to tackle a Master's degree. This course provided me with a wealth of knowledge that included evaluating the Texas STaR Chart and various technology plans. It also taught me how to use wikis and blogs. Overall, I am still impressed with my ability to survive the time-consuming beast that EDLD 5306 was during those five weeks.

During this course, I learned how to analyze the Texas STaR Chart data. The data showed that our campus would benefit with some on-site, hands-on, and relevant professional development. I learned that teachers and students could become trained on technology by allowing me to teach a hands-on mini lesson during the school day with the teacher and his/her class. I realized that many teachers did not want to drive to district professional development, sound "technology" illiterate in front of strangers, or stay after-school for training that was not

relevant to their “high-stakes testing” classroom. This course allowed me to discover that we do have educators who are eager to learn “how-to” use our technologies, but they are overwhelmed and face time constraints.

By analyzing the State Technology Plan, I learned that infrastructure, employees, teachers, and students must embrace technology in order to prepare the 21st Century Learners for their future in a competitive Web 2.0 World. I also learned that teachers and students must be able to engage in diversified learning environments that allow access to and manipulation of technology.

The skills that I acquired in EDLD 5306 assisted me as an instructional leader by allowing me to connect educators and students to resources that allowed them to manipulate technology. I was able to diversify my training and methodologies that academically prepared students for Career College Readiness (CCR). I also gained ideas on how to get stakeholders more involved in my district’s Vision 2020 plan.

EDLD 5306 also taught me about the value of a wiki. The wiki will continue to be a valuable collaborating tool that I use with my colleagues. It has made our collaborative efforts more productive by allowing easier communication, editing, and feedback opportunities. Unlike Blogs, wikis allow others the freedom to edit various documents. Blogs tend to reflect upon the author’s opinion or perspective on a particular topic and they do not provide the editing freedom that wikis provide to the online community. Originally, I had some reservations about the wikis’ freedom of editing, because I have had some of my things deleted before on a campus-wide “Quia” account. I always get a little nervous when others can accidentally delete my hard work. I think my biggest challenge was trusting others to not accidentally delete items from my wiki or other online learning community applications.

During EDLD 5306, I questioned my ability to continue my quest to get a Master's degree. I have now learned that EDLD 5306 not only taught me about educational technology leadership skills, it taught me about my ability to persevere through self-doubts. Now that I am near the end of my degree program, my perception of this course has changed; I believe this course prepared me for my journey of becoming a self-reflecting life-long learner that can persevere through life's challenges.

Overall Degree Program Reflection

My journey through Lamar University's Educational Technology Leadership program has made me a very ambitious life-long learner and inspirational person. I am always seeking to learn and grow as an educator. The courses embedded within this degree program have made me more observant and methodic in my quest for excellence. I have obtained my principal's certification and Masters in Educational Technology Leadership while working a full-time job, raising three boys, and being a dedicated wife. I attribute my success to the professors, instructional associates, classmates, colleagues, my site-mentor, and my family. Without all of their guidance and support, I would not have grown into the educational leader that I have become.

All of the courses in this program have turned me into a creative problem solver that is continuously creating new and intriguing projects to engage the 21st Century Learner. My ability to produce and edit videos to engage students and staff has blossomed over the past 18 months. The fast-paced courses allowed me to become a quick learner and a self-starter. I have always enjoyed taking on challenging projects that result in a better educational experience for students and this program has equipped me with more tools to conquer those challenges.

The knowledge that I have gained throughout this degree program has been instrumental in more co-workers viewing me as a leader and mentor. During stressful times, I have been able to find a way to improve campus morale with the knowledge that I have gained throughout this degree program. Many of my co-workers seek my advice and support. I am always there for them and I am quite comfortable in my leadership role. The knowledge that I have gained through my studies at Lamar University has increased our staff's understanding of state laws, testing security, and accountability measures. The courses and professors throughout this degree program have amplified my disaggregating and problem-solving abilities. My ability to disaggregate data and turn that data into campus-wide initiatives has become a valuable asset.

The support that I have received throughout this program has made the rough spots not so bumpy. Dr. Kay Abernathy, a Lamar University Educational Technology Professor, and Dawn Kirkland, a Lamar University Instructional Associate, have been integral part of bringing forth clarity and guidance to completing this degree program. Shortly after beginning this degree program, my cohort was given the opportunity to merge into a new program that would qualify us to take the Texas Principal exam. With the excitement of this new opportunity came some confusion on what was required on the administrative part of the program. Since the merging of the two programs, Dr. Abernathy and Ms. Kirkland have showed us the true meaning of becoming life-long learners. Both Dr. Abernathy and Ms. Kirkland took the initiative to learn more about the administrative program requirements in order to guide us in the right direction. Whenever they did not know an answer, they would work diligently to find the answer for us. I never felt like they were "passing the buck", because they always found the answer and maintained direct contact with me. Even though I had wonderful interactions with other Lamar University professors and instructional associates, I truly felt that Dr. Abernathy and Ms.

Kirkland had a profound effect on molding me into a self-reflecting life-long learner and educational leader.

Professional Development Plan

My three-year professional development plan is outlined in Table 1. I have included my goals, target skills, timeline, and evaluative statements.

Table 1

Goal	Target Skill	Timeline	Evaluative Statement
To work with local businesses and parents to enlist volunteers and donations for our campus	Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.	March 2012 to June 2015	Each year, I will have successfully enlisted 3 community volunteers to work with our campus. Each year, I will have gained donations from at least two local businesses or write and win two grants.
To create lessons and strategies to implement with project based learning	Technology Facilitation Performance Indicator II.E The Technology Facilitator plans strategies to manage student learning in a technology-enhanced environment.	March 2012 to June 2015	Each year, I will have successfully created and implemented at least 2 project based learning activities on my campus and shared my activities on a district level by providing district-wide professional development.
To learn more about technology and current research on technology integration	Technology Facilitation Performance Indicator V.A The Technology Facilitator uses technology resources to engage in ongoing professional development and lifelong learning.	March 2012 to June 2015	Each year, I will have attended the annual TCEA Conference, the annual Region 10 Technology Conference, and two webinars.
To become an active member of our campus SBDM	Competency 007 – The principal knows how to apply organizational, decision-making and problem solving skills to ensure an effective learning environment.	March 2012 to June 2015	I will have actively participated in our SBDM for three years.

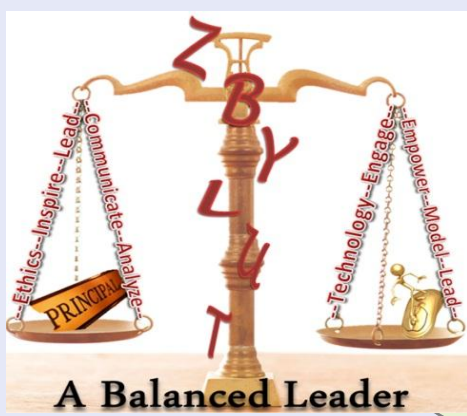
To promote & participate in a campus book study	Competency 005 – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.	March 2012 to June 2013	I will have facilitated, participated in, and promoted book study sessions. I will have applied strategies from our book study and assisted others with becoming life-long learners.
---	---	-------------------------	--

References

- Barrett, H. C. (2007). Researching electronic portfolios and learner engagement. *Journal of Adolescent and Adult Literacy*, 50-8, pp. 1-26.
- Caldwell, L. (2009). *21st century classroom demonstrates model learning environment*. Informally published manuscript, College of Education, The University of Texas at Austin, Austin, Texas. Retrieved on May 7, 2011, from <http://www.edb.utexas.edu/education/centers/ltc/news/2009/21stcen/>
- Costa, Arthur L, Kallick, Bena. (2000) Getting into the habit of reflection. *Educational Leadership*, April 2000, Vol.57 (7), pp. 60-62.
- Elmore, R. F., & City, E. A. (2007). The road to school improvement. *Harvard Education Letter*, 23(3), 1-3.
- Fichman, Nancy Dana (2009). *Leading with passion and knowledge: The principal as action Researcher*. Thousand Oaks, CA: Corwin Press.
- Gerstein, J. (2011, August 16). [Web log message]. Retrieved on February 19, 2012 from <http://usergeneratededucation.wordpress.com/2011/08/16/where-is-reflection-in-the-learning-process/>
- Grell, J. (nd). Reviews [Online Review Comment]. Retrieved on May 6, 2011, from <http://www.sheppardsoftware.com/>
- Harris, S., Edmonson, S., and Combs, J. (2010). *Examining what we do to improve our schools: 8 steps to improve our schools*. Eye on Education Press.
- Hyatt, K.J. (2007). The new IDEA: Changes, concerns, and questions. *Intervention in School and Clinic*, 42(3), 131-136.

- Johnson, L., Smith, R., Levine, A., and Haywood, K., (2010). 2010 Horizon Report: K-12 Edition. Austin, Texas: The New Media Consortium.
- Johnson, L., Smith, R., Levine, A., and Haywood, K., (2011). The NMC Horizon Report: 2011 K-12 Edition. Austin, Texas: The New Media Consortium.
- McCormick, M. J. (2001). Self-efficacy and leadership effectiveness: Applying social cognitive theory to leadership. *Journal of Leadership Studies* 8(1), 22-33.
- Nuri-Robins, K., Lindsey, D., Terrell, R., & Lindsey, R. (2007). *Cultural proficiency: Tools for secondary school administrators*. National Association of Secondary School Principals: NASSP Principal Leadership, 8(1), 16-22.
- Rosenholtz, S. (1989). *Teacher's workplace: The social organization of schools*. New York: Longman.
- xplanevisualthinking, (2009). *Did You Know 4.0* [Web Video]. Retrieved on May 7, 2011, from <http://www.youtube.com/watch?v=6ILQrUrEW8>

Appendix



Amy Zbylut

(Pronounced: Za-bill-it)

5659 S. FM 148

Kaufman, TX 75142

(972) 523-5644 phone

Azbylut77@gmail.com

azbylut@dallasisd.org

Personal Vision of Leadership & Commitment to Student Learning

Schools should teach a curriculum that is aligned, engaging, and includes detailed instructional best practices, teaching materials, assessments, technology integration, enrichment, and interventions.

A good school is one that teaches within flexible parameters that balance accountability with engagement and empowerment.

An effective classroom is one in which all students are actively engaged and learning.

A good principal is one who expresses, communicates, and implements the shared *vision* with consistency.

An effective school faculty is one that educates every student with a safe, welcoming, effective, and innovative learning environment.

A quality instructional program includes engaging, innovative, and diverse components that educates all students.

Personal Vision of Leadership: Create an innovative, safe, and welcoming learning environment that actively engages and empowers all stakeholders.

I will create an innovative, safe, and welcoming learning environment that actively engages and empowers all stakeholders. I will apply my administrative and technology leadership skills to bring relevant technologies and content to my district. I will provide job embedded professional development for educators and staff. I will use technologies to engage students and staff in a

diversified learning environment. I will continue my professional development and stay abreast with current administrative, educational, and technological tools.

Licenses & Certifications

Principal (EC-12)

Issued by: SBEC Texas
Issued Date: 5/2012

Instructional Leadership Development (ILD)

Issued by: ESC Region 4
Issued: 10/2011

Elementary Self-Contained Grades (1-6)

Issued by: SBEC, Texas
Issued: 06/2003

Technology Applications Grades (EC-12)

Issued by: SBEC, Texas
Issued: 11/2004

Degree-Seeking Education

**Lamar University – Beaumont, Texas
Ed.D. in Educational Leadership**

Applied for Admissions: 03/2012

**Lamar University – Beaumont, Texas
M.Ed in Educational Technology &
Administrative Leadership**

Expected Conferred Date: 05/2012
GPA: 4.0

**Excelsior University – Albany, New York
Bachelor of Science in Liberal Studies**

Graduated: 11/2000
GPA: 3.6
Honors: Magna Cum Laude

Non-Degree-Seeking Education

**Texas Tech University – Lubbock, Texas
15 credits**

Attended: 7/2000 – 11/2000

**Eastfield College – Mesquite, Texas
63 credits**

Attended: 8/1996 – 5/2000

Honors & Awards

Service Above Self, Clarice Tinsley (KDFW FOX 4 News) & Rotary Club of Dallas 5/2009

This award was received for performance of job duties in an exemplary and extraordinary manner that benefits the community in a way that positively affects students.

Grant Recipient, Dallas Junior League, Donorschoose.org, & Others 2008-Current
Awarded over \$10K through multiple grants from the Dallas Junior League, Donorschoose.org, and other grant issuing authorities

Magna Cum Laude, Excelsior University 11/2000
Graduated with high academic honors

Teaching-Related Experience

- Completed all duties related to a Campus Instructional Leader, Campus RTI Coordinator, Campus Technology Coordinator, Campus Test Coordinator, Classroom Educator, and Technology Integration Mentor
- Effectively completed activities related to Administrative Leadership including master schedules, ISS, SST, ARDS, AEIS & NCLB Data Analysis, budgeting, Title I, School Law, Code of Ethics, CIP, and Community Outreach
- Knowledgeable in & trains others to use: Audacity, Corel, Kidspiration, Windows 7, Microsoft Works, Microsoft Office (Word, Excel, Power Point, etc.), Open Office, DeepFreeze, LAN School, Open Source Software, Brick, Smart Technologies, EInstruction, and other technology applications
- Worked with campus/district technology for 11 years
- Integrated and provided job-embedded training on websites, EInstruction, Smart Boards, document cameras, and other technology that enrich the Core Curriculum
- Maintained an interactive campus website, wikis, blogs, glogs, and other Web 2.0 tools
- Created and maintained databases, excel files, and mail merge documents relevant to educational productivity
- Used various Web Design Tools and Multimedia Products (A few examples: Corel, Dream Weaver, Flash Programs, Glogster, MIT Scratch, Photoshop, Power Point, Prezi, Print Shop, Wikis, and Wordle)
- Filmed, edited, and produced educational videos used for core curriculum integration and professional development
- Performed duties related to the Campus Technologist Position: Basic Trouble Shooting, hardware/software configurations, curriculum integration, Hardware/software Inventories, Star Chart, TAC Tickets, & etc
- Prepared students and administered the RPTE II & TELPAS online testing, 5th Grade Technology Literacy Assessment (TLA), ISIP, and other online assessment tools
- Implemented and facilitated Reasoning Minds online Math Curriculum

- Developed and implemented lesson plans that fulfill the requirements of district's curriculum program and show written evidence of preparation as required
- Worked cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP)
- Worked with other members of staff to determine instructional goals, objectives, and methods according to district and state requirements
- Maintained a professional relationship with colleagues, students, parents, and community members
- Created classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students
- Managed student behavior in accordance with Student Code of Conduct and student handbook
- Established and maintained open communication by conducting conferences with parents, students, principals, and teachers
- Compiled, maintained, and filed all reports, records, and other documents required
- Created and maintained Instructional Calendars and Common Assessments for the campus
- Participated in, facilitated, and presented staff development activities to improve job-related skills
- Attended, facilitated, and participated in faculty meetings and served on staff committees including SBDM, SST, CILT
- Assumed responsibility for extracurricular activities and sponsored outside activities approved by the campus principal

Administrative/Supervisory/Leadership Experience

Administrative & Technology Leadership Internship (2010-2012):

Completed an 18 month Administrative & Technology Leadership internship through Lamar University

Reasoning Minds Campus Coordinator (2010-Current):

Served as the Reasoning Minds Online Math Curriculum Coordinator for our campus

Technology Coordinator & Technology Integration Mentor (2009-Current):

Served as Technology Integration Mentor for our campus by assisting colleagues with technology integration

Test Coordinator (2010-Current):

Served as the Test Coordinator for our campus by preparing materials, staff, and students for District and State level assessments

Campus Instructional Leadership Team (CILT) (2009-Current):

Served as the Technology Leadership for our campus & RTI CILT Member

Grants Recipient (2008-Current):

Wrote, awarded, and facilitated multiple grants for our campus including Dallas Junior League and Donorschoose.org. Topics Included:

- **Dragon Dollar Reading Scholar**
- **Fulfill Our Needs & Help Save Trees**
- **Holes in Our Boat, the Dragons Can't Stay Afloat**
- **Mischievous Mice**
- **Our Brains Shall Awake to Jingles that Stimulate**

Destination Imagination (DI) Manager (2007-Current):

Destination Imagination (DI) Manager with multiple teams making it to the State Competition

Campus Instructional Leadership Team (CILT) (2008-2009):

Served as the Reading/Language Arts and Technology Leadership for our campus

Grade Level Chairperson (2004-2006):

Facilitated Grade Level meetings and performed duties related to Grade Level leadership

Campus Instructional Leadership Team (CILT) (2004-2005):

Served as the Reading/Language Arts and Technology Leadership for our campus

Professional Memberships

American Association of School Administrators (AASA)

AASA advocates for the highest quality public education for all students, and develops and supports school system leaders.

The International Society for Technology in Education (ISTE®)

ISTE is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK–12 and teacher education.

Texas Computer Education Association (TCEA)

TCEA is the largest state organization devoted to the use of technology in education.

Publications & Research

Zbylut, A.K. (2012). *Educational technology leadership comprehensive examination*. Unpublished manuscript, Lamar University, Beaumont, TX.

Zbylut, A.K. (2011). *Internet: Instant access to the answers of curious minds*. Unpublished manuscript.

Zbylut, A.K. (2011). *Thanks, to video games: The words of a nine year old*. Unpublished manuscript.

Zbylut, A.K. (2011). *What can we do to make PLCs more relevant and effective on our campus?* Unpublished manuscript.

Professional References

Tonya Krause
Counselor
Central Elementary
902 Shady Lane
Seagoville, Texas 75159
tkrause@dallasisd.org
(972) 749-6800 phone
(972) 749-6801 fax

Josie Dennis
CILT & Educator
Central Elementary
902 Shady Lane
Seagoville, Texas 75159
redennis@dallasisd.org
(972) 749-6800 phone
(972) 749-6801 fax

Daniel Salinas
Principal
Central Elementary
902 Shady Lane
Seagoville, Texas 75159
dsalinas@dallasisd.org
(972) 749-6800 phone
(972) 749-6801 fax

Leslie Pinkham
District Technology Coordinator
Dallas ISD
2909 N. Buckner Blvd
Dallas, Texas 75228
lpinkham@dallasisd.org
(972) 925-8078 phone
(972) 794-3539 fax

Loretta Darden
Assistant Principal
William Anderson Elementary
620 North St, Augustine, Route D13
Dallas, Texas 75217
ldarden@dallasisd.org
(972) 749-6200 phone
(972) 749-6201 fax

Robert Kern
Educator
Central Elementary
902 Shady Lane
Seagoville, Texas 75159
rkern@dallasisd.org
(972) 749-6800 phone
(972) 749-6801 fax